Expository Essay Rubric

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| --- | --- | --- | --- | --- | --- | --- |
|   | Description | Intro | Body | Conclusion | Language | Other |
|     4 | Clearly addresses all parts of the writing task Maintains a clear purpose and a consistent point of view and focusAll ideas are on topic, not extraneousEssay logically flows from one paragraph to another Paragraphs fully elaborate and develop the thesis | Engaging, appropriate leadGeneral informationintroducing the topicClear thesis and a statement of the main points  | Well-developed topic sentenceIn-depth, accurate, and relevant facts/concrete detailsRelevant comments without redundancyEffective concluding sentence that restates the topic sentence  | Restates the thesis statement and the main ideasExpands upon the general information provided in the introductionEnds with a final thought, but does not give any new information | Effective transitions throughout the essayEmploys a variety ofsentence patterns toenhance the writingSentences vary in beginnings, length, and complexityPrecise and engaging vocabulary | Writes with theaudience in mindStrong “voice” (expressive, engaging,enthusiastic, natural,thought-provoking)Original and engaging title  |
|     3 | Addresses all parts of the writing taskMaintains a general understanding of the purpose and mostly consistent point of view and focusIdeas are on topic; essay flows from one paragraph to anotherParagraphs build and develop the thesis  | Appropriate leadSome general information introducing the topicThesis and a statement of the main points  | Topic sentenceRelevant facts, concrete details, and supporting commentsMinimal redundancyConcluding sentence  | Restates the thesisstatement and the mainideasMay include somegeneral informationEnds with a final thought  | Includes appropriatetransitionsMay employ varioussentence patternsSentences may vary in beginnings and lengthUses accurate vocabulary  | Attempts to write withthe audience in mindModerate “voice”(sincere, but not genuinely engaging)Appropriate title  |
|     2 |  Addresses only parts of the writing taskDemonstrates limited understanding of the purpose and an unclear point of view and focusLacks unity between paragraphsWeak paragraph developmentLacks sufficient support for the thesis |  Weak, inappropriate, or missing leadLittle or no generalinformation introducing the topicWeak, insufficient, ormissing thesis andstatement of the mainpoints  |  Insufficient ormissing topic sentence limited or irrelevantfacts, concrete details,and commentsRedundant informationor commentsInsufficient ormissing concludingsentence |  Confusing or missingrestatement of thesis, main ideas, and general informationMissing final thought  |  Ineffective, awkward, or missing transitionsSimple sentence patternsMay include confusing or incorrect vocabulary  |  Limited awareness ofthe audienceLittle or no “voice”(flat, lifeless, or mechanical)May or may not have atitle  |
|    1 | Fails to address the writing taskDemonstrates no understanding of the purposeLacks point of view, focus, and unity between paragraphs;Little or no paragraph development | Inappropriate ormissing leadNo general informationintroducing the topicMissing or irrelevantthesis and main points  | Missing or irrelevanttopic sentenceFew or no facts,concrete details, orsupportRedundant informationMissing or irrelevantconcluding sentence | Missing or inappropriate  | To transitionsSimple, confusing, or fragmented sentence patterns  | No awareness of the audienceLacks “voice” (flat,lifeless, or mechanical)No title  |